



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1009 School House Lane, Show Low, AZ 85901

Show Low Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Kim J Pearce
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
Web Address : show-low.k12.az.us
Phone Number : (928) 537-6017
Fax Number : (928) 537-6039
E-mail : kimp@show-low.k12.az.us

Mission

Linden Elementary provides a very structured, well-rounded and traditional education. The staff and students work together in a harmonizing fashion. As a 'rural' school, Linden Elementary provides comfort, safety, knowledge and the desire to be successful.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will meet and/or exceed attainment of skills as identified in the Arizona Academic Standards, as they complete the benchmark years.
- ü Students will be proficient in reading, writing and math, and will utilize these skills to become productive citizens.
- ü All students will form habits of lifelong learning

Enrollment

October 1, 2005 School Year Student Enrollment : 258
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 67

Instructional Programs

- ü Spalding
- ü Saxon Math
- ü On-site Special Education
- ü Bridges Program
- ü CHARACTER COUNTS!
- ü Step Up To Writing
- ü Music/Physical Education
- ü Accelerated Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Linden School commits to providing students the opportunity to receive an equitable and successful education. Teachers communicate with parents weekly via a letter. The principal distributes a newsletter at various times throughout the school year.

Parents

Parents are expected to see that their children arrive at school on time. Parents are urged to have their children attend school regularly. Parent Conferences are held twice a year. Parents are expected to be partners in their child's education.

Transportation Policy

Transportation is not a right. It is a privilege. Students must adhere to the district guidelines regarding transportation. The bus driver may ticket a student for poor behavior and the student may lose transportation privileges.

The transportation department publishes an annual report for all bus routes.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Highest Test Scores--White Mountain Area	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	191	80010	100	99	99	472	471	447	NA	2	10	2	7	18	62	59	53	36	32	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	85	38935	100	100	99	473	472	447	NA	2	9	NA	8	19	61	53	55	39	36	17
Male	24	106	40974	96	97	98	471	470	448	NA	2	11	4	7	18	63	63	52	33	28	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	NC	26	34545	NC	96	99	NC	453	432	NC	NA	14	NC	27	24	NC	54	53	NC	19	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	40	155	35142	100	99	99	473	475	465	NA	3	5	NA	5	11	65	57	56	35	35	28
Students with Disabilities	10	29	10161	100	97	93	NA	438	419	NA	7	28	NA	21	28	NA	59	36	NA	14	8
Students without Disabilities	32	162	69849	100	99	100	482	477	451	NA	1	7	NA	5	17	56	59	56	44	35	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	16	39029	NC	89	98	NC	444	432	NC	13	14	NC	19	25	NC	50	52	NC	19	9
Non-Economically Disadvantaged	41	175	40981	100	100	100	474	474	462	NA	1	6	NA	6	13	63	59	54	37	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	184	79438	90	95	98	486	470	451	NA	4	9	13	15	24	61	66	56	26	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	83	38775	100	99	99	493	476	457	NA	2	7	6	8	22	59	71	58	35	18	13
Male	21	101	40560	84	93	97	481	465	446	NA	5	12	19	21	25	62	61	54	19	13	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	25	34297	NC	93	98	NC	441	434	NC	4	14	NC	40	31	NC	56	50	NC	NA	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	37	150	34887	93	96	98	486	476	471	NA	3	4	14	11	15	59	67	63	27	18	18
Students with Disabilities	NC	22	9588	NC	73	88	NC	429	416	NC	18	30	NC	41	32	NC	32	34	NC	9	5
Students without Disabilities	32	162	69850	100	99	100	494	475	456	NA	2	7	3	12	23	72	70	59	25	16	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	15	38685	--	83	97	--	440	435	--	20	14	--	13	32	--	67	50	--	NA	5
Non-Economically Disadvantaged	38	169	40753	93	97	99	486	472	467	NA	2	5	13	15	16	61	66	62	26	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	192	79971	100	99	99	430	436	423	NA	2	8	48	38	41	52	59	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	85	38974	100	100	99	438	455	437	NA	NA	5	33	21	33	67	74	57	NA	5	4
Male	24	107	40895	96	98	98	424	420	410	NA	3	10	58	50	47	42	47	41	NA	NA	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	26	34481	NC	96	99	NC	432	410	NC	NA	10	NC	46	46	NC	54	43	NC	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	40	156	35150	100	100	99	431	438	437	NA	1	5	48	36	35	53	60	56	NA	3	5
Students with Disabilities	10	30	10258	100	100	94	NA	379	377	NA	10	23	NA	77	51	NA	13	25	NA	NA	1
Students without Disabilities	32	162	69713	100	99	100	439	446	429	NA	NA	5	34	30	39	66	67	52	NA	2	3
Limited English Proficient Students	--	NC	13985	--	NC	97	--	NC	382	--	NC	18	--	NC	54	--	NC	27	--	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	16	38994	NC	89	98	NC	402	409	NC	6	10	NC	56	47	NC	38	41	NC	NA	1
Non-Economically Disadvantaged	41	176	40977	100	100	100	431	439	437	NA	1	5	46	36	34	54	61	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	168	80147	100	100	99	501	478	482	NA	7	11	6	20	17	65	54	49	29	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	82	39281	100	100	99	493	479	483	NA	6	9	13	21	17	63	54	50	25	20	24
Male	15	85	40780	100	98	98	510	477	482	NA	8	12	NA	20	17	67	53	48	33	19	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	28	33494	NC	100	99	NC	461	466	NC	7	15	NC	32	23	NC	57	49	NC	4	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	13	4117	--	100	96	--	438	456	--	31	19	--	23	27	--	38	46	--	8	8
White	28	125	36122	100	99	99	506	486	501	NA	5	5	4	18	10	64	54	50	32	24	35
Students with Disabilities	NC	31	10295	NC	100	92	NC	441	443	NC	23	33	NC	42	26	NC	29	33	NC	6	8
Students without Disabilities	29	137	69852	100	100	100	501	486	488	NA	4	7	3	15	16	69	59	51	28	22	26
Limited English Proficient Students	--	NC	12722	--	NC	97	--	NC	441	--	NC	27	--	NC	33	--	NC	37	--	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	12	38371	NC	100	97	NC	447	465	NC	17	15	NC	25	23	NC	58	49	NC	NA	13
Non-Economically Disadvantaged	30	156	41776	100	100	100	503	481	498	NA	6	6	7	20	11	63	53	49	30	21	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	160	79686	100	96	98	500	478	470	NA	8	11	3	16	24	84	67	57	13	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	79	39163	100	99	99	494	482	475	NA	6	9	6	13	22	81	71	60	13	10	10
Male	15	80	40438	100	92	97	506	474	465	NA	10	13	NA	19	25	87	63	54	13	9	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	28	33299	NC	100	98	NC	454	452	NC	25	17	NC	11	32	NC	61	47	NC	4	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	10	4087	--	83	96	--	NA	446	--	NA	16	--	NA	38	--	NA	44	--	NA	2
White	28	120	35914	100	95	98	503	487	489	NA	3	5	4	15	15	82	70	67	14	12	14
Students with Disabilities	NC	24	9808	NC	77	87	NC	440	432	NC	21	35	NC	54	32	NC	21	30	NC	4	3
Students without Disabilities	29	136	69878	100	100	100	500	484	475	NA	6	8	NA	9	23	90	75	61	10	10	9
Limited English Proficient Students	--	NC	12594	--	NC	96	--	NC	422	--	NC	34	--	NC	45	--	NC	21	--	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	10	38095	NC	83	97	NC	NA	452	NC	NA	17	NC	NA	32	NC	NA	48	NC	NA	3
Non-Economically Disadvantaged	30	150	41591	100	97	99	501	479	486	NA	8	6	3	17	16	83	65	65	13	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	167	80372	100	100	99	474	462	475	NA	5	4	39	40	30	61	54	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	82	39452	100	100	99	474	477	488	NA	4	3	44	28	22	56	66	72	NA	2	3
Male	15	84	40836	100	97	98	475	449	464	NA	6	6	33	51	37	67	43	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	28	33608	NC	100	99	NC	450	462	NC	7	6	NC	50	36	NC	43	57	NC	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	12	4128	--	100	97	--	428	464	--	17	4	--	42	39	--	42	56	--	NA	1
White	28	125	36213	100	99	99	476	469	489	NA	3	2	36	37	22	64	58	72	NA	2	3
Students with Disabilities	NC	30	10526	NC	97	94	NC	411	427	NC	20	15	NC	67	53	NC	13	31	NC	NA	1
Students without Disabilities	29	137	69846	100	100	100	477	473	482	NA	1	3	34	34	26	66	63	69	NA	1	2
Limited English Proficient Students	--	NC	12747	--	NC	97	--	NC	432	--	NC	12	--	NC	52	--	NC	36	--	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	11	38521	NC	92	98	NC	444	461	NC	9	6	NC	45	38	NC	45	55	NC	NA	1
Non-Economically Disadvantaged	30	156	41851	100	100	100	475	464	489	NA	4	3	37	40	22	63	54	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	197	79306	100	99	99	529	508	504	NA	8	13	8	14	20	65	62	49	27	16	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	105	38845	100	97	99	521	507	505	NA	7	11	7	12	20	73	66	50	20	15	18
Male	22	91	40383	100	100	98	534	508	504	NA	9	14	9	16	19	59	57	47	32	18	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	31	32673	NC	100	99	NC	495	487	NC	16	18	NC	19	25	NC	48	46	NC	16	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	34	157	36234	100	98	99	529	512	523	NA	6	6	9	13	13	68	64	52	24	17	28
Students with Disabilities	11	33	10286	100	89	91	517	478	462	NA	33	41	18	18	27	64	42	27	18	6	5
Students without Disabilities	26	164	69020	100	100	100	534	514	510	NA	2	9	4	13	18	65	66	52	31	18	21
Limited English Proficient Students	--	NC	10291	--	NC	96	--	NC	458	--	NC	38	--	NC	34	--	NC	26	--	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	15	37437	--	94	97	--	485	486	--	20	19	--	13	26	--	60	46	--	7	9
Non-Economically Disadvantaged	37	182	41869	100	99	100	529	510	521	NA	7	7	8	14	14	65	62	51	27	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	196	79000	97	98	98	511	496	489	3	4	10	6	16	24	78	73	58	14	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	105	38774	100	97	99	511	498	494	7	3	7	NA	15	22	80	74	61	13	8	10
Male	21	90	40150	95	99	98	510	493	485	NA	6	12	10	18	25	76	72	55	14	4	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	31	32508	NC	100	98	NC	481	472	NC	10	15	NC	23	33	NC	61	49	NC	6	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	33	156	36135	97	98	98	510	500	508	3	3	4	6	14	14	79	76	67	12	6	15
Students with Disabilities	10	32	9991	91	86	88	NA	468	449	NA	13	33	NA	34	36	NA	53	29	NA	NA	2
Students without Disabilities	26	164	69009	100	100	100	517	501	495	NA	2	6	8	13	22	73	77	62	19	7	10
Limited English Proficient Students	--	NC	10199	--	NC	95	--	NC	439	--	NC	35	--	NC	47	--	NC	18	--	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	15	37234	--	94	97	--	482	472	--	13	15	--	20	33	--	60	50	--	7	3
Non-Economically Disadvantaged	36	181	41766	100	99	99	511	497	505	3	3	5	6	16	16	78	75	65	14	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	199	79611	100	100	99	499	487	496	3	5	7	38	50	37	59	45	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	107	39016	100	99	99	507	494	511	7	4	4	27	42	29	67	54	66	NA	NA	1
Male	22	91	40519	100	100	98	494	477	482	NA	5	10	45	60	44	55	34	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	31	32855	NC	100	99	NC	479	481	NC	10	10	NC	35	43	NC	55	47	NC	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	34	158	36380	100	99	99	496	490	511	3	3	4	41	53	30	56	44	65	NA	NA	1
Students with Disabilities	11	34	10664	100	92	94	491	464	440	9	15	23	36	50	54	55	35	22	NA	NA	1
Students without Disabilities	26	165	68947	100	100	100	503	491	504	NA	2	4	38	50	34	62	47	61	NA	NA	1
Limited English Proficient Students	--	NC	10362	--	NC	97	--	NC	438	--	NC	22	--	NC	57	--	NC	21	--	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	15	37626	--	94	98	--	454	479	--	13	10	--	67	45	--	20	45	--	NA	0
Non-Economically Disadvantaged	37	184	41985	100	100	100	499	489	511	3	4	4	38	49	30	59	47	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	193	79327	94	98	98	576	531	518	3	8	19	7	19	20	33	50	46	57	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	91	38961	100	100	98	584	528	520	NA	9	16	11	22	20	28	51	48	61	19	16
Male	12	102	40295	86	95	97	564	533	516	8	8	21	NA	17	19	42	50	44	50	25	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	NC	26	32327	NC	96	98	NC	519	499	NC	15	27	NC	23	25	NC	46	41	NC	15	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	12	4391	NC	100	96	NC	505	489	NC	17	32	NC	25	27	NC	50	36	NC	8	4
White	25	151	36373	93	99	98	570	534	538	4	7	10	8	18	14	36	51	52	52	25	25
Students with Disabilities	NC	26	9321	NC	90	87	NC	482	467	NC	31	54	NC	38	22	NC	27	21	NC	4	3
Students without Disabilities	25	167	70006	100	99	100	590	538	524	NA	5	14	NA	16	19	36	54	49	64	25	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	11	37097	--	73	97	--	472	498	--	36	27	--	45	25	--	18	41	--	NA	7
Non-Economically Disadvantaged	30	182	42230	97	100	99	576	534	535	3	7	11	7	18	15	33	52	50	57	24	24

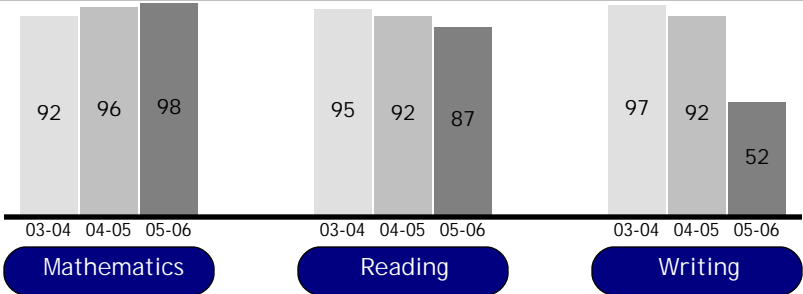
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	188	79501	91	95	98	537	510	497	NA	5	10	10	18	25	79	71	60	10	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	91	39062	100	100	99	554	515	502	NA	3	8	6	16	23	78	74	64	17	7	5
Male	11	97	40368	79	91	98	509	504	491	NA	6	13	18	19	27	82	68	57	NA	7	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	NC	25	32389	NC	93	98	NC	484	478	NC	20	16	NC	28	34	NC	52	48	NC	NA	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	12	4401	NC	100	96	NC	496	473	NC	NA	17	NC	42	40	NC	50	43	NC	8	1
White	24	147	36446	89	96	99	535	515	516	NA	3	4	13	14	15	75	75	73	13	8	7
Students with Disabilities	NC	22	9411	NC	76	88	NC	463	453	NC	9	36	NC	64	36	NC	27	26	NC	NA	1
Students without Disabilities	25	166	70090	100	99	100	547	516	502	NA	4	7	NA	11	24	88	77	65	12	8	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	11	37183	--	73	97	--	456	479	--	36	16	--	27	34	--	27	49	--	9	1
Non-Economically Disadvantaged	29	177	42318	94	97	99	537	513	513	NA	3	5	10	17	17	79	73	70	10	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	192	80000	100	97	99	609	572	564	3	3	3	6	7	11	44	80	75	47	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	91	39288	100	100	99	644	587	579	NA	3	2	NA	2	6	33	77	77	67	18	16
Male	14	101	40644	100	94	98	563	558	549	7	2	4	14	11	15	57	82	74	21	5	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	NC	25	32672	NC	93	99	NC	543	548	NC	12	4	NC	12	14	NC	68	76	NC	8	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	12	4424	NC	100	97	NC	551	549	NC	8	3	NC	NA	14	NC	75	77	NC	17	5
White	27	151	36602	100	99	99	607	578	579	4	1	2	7	7	7	41	82	75	48	11	16
Students with Disabilities	NC	26	9919	NC	90	93	NC	523	505	NC	4	9	NC	23	35	NC	73	54	NC	NA	2
Students without Disabilities	25	166	70081	100	99	100	638	579	571	NA	2	2	NA	4	7	40	81	79	60	13	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	13	37534	NC	87	98	NC	503	547	NC	23	4	NC	15	15	NC	54	76	NC	8	5
Non-Economically Disadvantaged	31	179	42466	100	98	100	616	577	578	NA	1	2	6	6	7	45	82	75	48	11	16

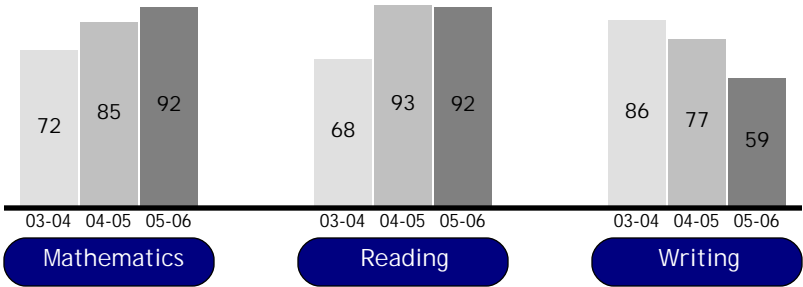
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	81	NA	58	94	68	62	47	100	73	67	46
	Language	100	85	62	50	94	69	69	47	100	87	79	48
	Mathematics	100	82	73	64	94	69	68	50	100	83	76	52
3	Reading	92	73	NA	55	96	70	55	44	90	70	61	46
	Language	97	72	56	61	96	62	57	44	100	63	59	46
	Mathematics	92	83	55	61	96	75	63	51	100	70	70	52
4	Reading	100	76	NA	56	100	66	53	48	100	70	58	52
	Language	100	71	50	52	100	67	52	49	100	76	56	52
	Mathematics	100	81	61	61	100	75	54	53	100	80	59	58
5	Reading	97	66	NA	55	100	68	59	50	97	79	63	56
	Language	97	61	41	49	100	66	55	50	100	59	52	54
	Mathematics	97	83	60	63	100	63	53	49	100	72	54	52
6	Reading	96	79	NA	56	100	72	57	51	91	82	67	56
	Language	96	63	49	48	100	70	51	47	100	79	61	50
	Mathematics	96	87	70	66	100	81	58	52	94	90	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Linden Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Textbook Selection
- ü School Safety Issues
- ü Curriculum Development
- ü Extracurricular Activities
- ü Parent/Educator Relations
- ü 5 Year Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	0	0	0
10 or more years	4	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Updated Computers - Classrooms
- ü AR Resource Library
- ü Library
- ü Computer Lab

Extracurricular Activities

- ü Various Sports
- ü PTO
- ü After School Programs-Tutoring, etc.
- ü CHARACTER COUNTS!

Social Services

- ü Parenting Assistance
- ü Counseling Services
- ü Recreational Activities
- ü Scouting
- ü Community Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students use the state-of-the-art, scientifically based Accelerated Reader Program to make significant gains in reading. Students also make significant gains in language arts and reading by being immersed into the phonics based Spalding Method.
- ü Values education is implemented in all areas of our educational environment using CHARACTER COUNTS!
CHARACTER COUNTS! is based upon the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship
- ü Teachers articulate curriculum across grade levels in order to improve AIMS scores and fulfill the guidelines of the No Child Left Behind Act.
- ü Our Bridges Program improves comprehension, memory, problem solving, sensory integration, visual perception, etc. Bridges is a scientifically based program of cognitive and perceptual exercises that assess and develop learning abilities.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The district has completed an Emergency Crisis Intervention Plan. Steps have been taken to follow the guidelines of the plan for implementation.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kathy David	(928) 537-6017
Transportation Policy	Dave Cooper	(928) 537-6048
Community Resources	Kathy David	(928) 537-6017
School Nutrition Programs	Fredda Garvin	(928) 537-6014
Parent Organization	Kathy David	(928) 537-6017
Student Health/Nurse	Tina Stabenow	(928) 537-6017

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.